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ABSTRACT

This book describes the theory and process of transformative learning (TL) and presents practical strategies for fostering and supporting TL. In chapters 1 and 2, TL is placed within the broader context of adult learning and Mezirow's 1991 theory of TL is presented. Chapter 3 examines the following: TL's relationship to the instrumental, communicative, and emancipatory learning domains and the perspectives of psychological, sociolinguistic, and epistemic reflection; critical responses to TL theory; and the relationship between TL and self-directed learning, autonomy, and critical thinking. Chapter 4 contains a taxonomy of TL and the learner's perspective on the process of working toward transformation. In Chapter 5, Jung's theory of psychological types is used to explain the different ways in which individuals engage in TL. Chapter 6 discusses teaching roles in relation to the three domains of learning, Chapter 7 describes the process of fostering learner empowerment, and Chapter 8 presents strategies that can be used to stimulate TL (including questioning techniques, consciousness-raising exercises, and experiential activities). Chapter 9 describes ways of supporting TL and practical techniques for encouraging learners to support one another. In chapter 10, the process of TL is applied to the adult educator's role. Contains 185 references. (MN)

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